



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 10111164
SAU: Bangor School Department
School: William S. Cohen School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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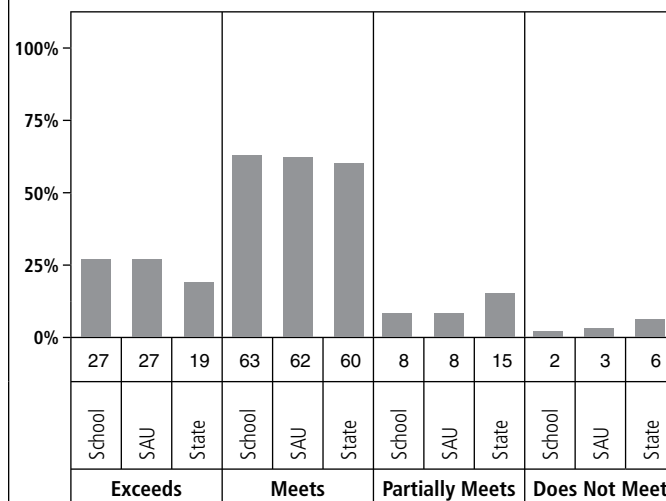
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Bangor School Department
School: William S. Cohen School

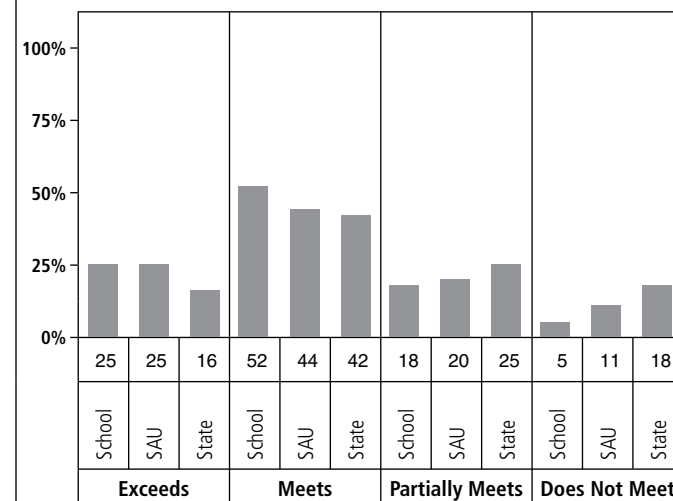
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	757	755	748
2007–2008	759	756	750
2008–2009	756	755	751
Cum. Avg.*	757	755	750
Mathematics			
2006–2007	751	748	742
2007–2008	755	750	743
2008–2009	753	750	745
Cum. Avg.*	753	749	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: Bangor School Department
School: William S. Cohen School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	133	100	292	100	14446	100	128	98	285	99	14316	99	129	99	287	99	14322	99						
Ethnicity African American/Black	9	7	14	5	432	3	9	100	13	93	416	97	9	100	14	100	421	98						
American Indian or Native Alaskan	0	0	5	2	124	1	0	0	5	100	121	98	0	0	5	100	122	99						
Asian or Pacific Islander	8	6	13	4	260	2	7	88	12	92	255	98	8	100	13	100	259	100						
Hispanic	2	2	4	1	147	1	1	100	3	100	144	99	1	100	3	100	144	99						
Caucasian/White	114	86	256	88	13483	93	111	99	252	99	13380	99	111	99	252	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	11	36	12	2428	17	11	100	33	100	2391	99	11	100	33	100	2391	99						
Current LEP	3	2	6	2	334	2	2	67	4	67	318	95	3	100	6	100	328	98						
Economically disadvantaged	45	34	133	46	5498	38	42	98	128	98	5431	99	43	100	130	99	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	116	87	248	85	11742	81	116	87	247	85	11754	81						
Identified disability (PET/IEP)	2	2	3	1	367	3	2	2	3	1	365	3						
LEP	0	0	1	0	168	1	0	0	1	0	169	1						
504 plan	10	9	19	8	183	2	10	9	19	8	187	2						
Participation with accommodations	8	6	30	10	2367	16	9	7	33	11	2366	16						
Identified disability (PET/IEP)	5	63	23	77	1819	77	5	56	23	70	1824	77						
LEP	2	25	3	10	143	6	3	33	5	15	154	7						
504 plan	1	13	4	13	84	4	1	11	4	12	80	3						
Other	0	0	0	0	358	15	0	0	1	3	346	15						
Participation through alternate assessment (PAAP)	4	3	7	2	205	1	4	3	7	2	202	1						
Identified disability (PET/IEP)	4	100	7	100	205	100	4	100	7	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	3	2	3	1	33	0	3	2	3	1	32	0						
Non-participation – other	2	2	4	1	97	1	1	1	2	1	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Bangor School Department
School: William S. Cohen School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	48	38	77	32	2630	18
	2007-2008	45	38	81	32	2604	18
	2008-2009	34	27	76	27	2618	19
	Cum. Total*	127	34	234	30	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	62	49	119	50	7605	51
	2007-2008	67	56	139	55	8049	55
	2008-2009	78	63	173	62	8484	60
	Cum. Total*	207	56	431	56	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	13	10	33	14	3000	20
	2007-2008	7	6	25	10	2672	18
	2008-2009	10	8	22	8	2108	15
	Cum. Total*	30	8	80	10	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	4	3	11	5	1620	11
	2007-2008	1	1	7	3	1190	8
	2008-2009	2	2	7	3	899	6
	Cum. Total*	7	2	25	3	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.5	67.0	37.4	66.8	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.5	62.5	12.7	63.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	25.0	69.4	24.6	68.3	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 7

SAU: Bangor School Department

School: William S. Cohen School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	124	34	27	78	63	10	8	2	2	756	278	27	62	8	3	755	14109	19	60	15	6	751
Ethnicity																						
African American/Black	9	2	22	6	67	1	11	0	0	757	13	31	62	8	0	758	409	11	49	22	18	744
American Indian or Native Alaskan	0										4						117	12	53	19	16	746
Asian or Pacific Islander	7	2	29	3	43	1	14	1	14	752	12	25	50	8	17	751	253	24	59	11	6	753
Hispanic	1										3						142	14	56	17	13	747
Caucasian/White	107	30	28	68	64	8	7	1	1	756	246	28	62	8	2	756	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	2	29	4	57	1	14	739	26	12	42	23	23	743	2186	2	36	35	27	737
No	117	34	29	76	65	6	5	1	1	757	252	29	64	6	0	757	11923	22	65	11	3	754
Current LEP																						
Yes	2										4						311	4	41	29	26	739
No	122	34	28	78	64	9	7	1	1	756	274	28	62	8	2	756	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	39	4	10	28	72	7	18	0	0	751	122	13	70	14	2	752	5300	8	58	22	11	746
No	85	30	35	50	59	3	4	2	2	758	156	38	56	3	3	759	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	124	34	27	78	63	10	8	2	2	756	278	27	62	8	3	755	14101	19	60	15	6	751
Gender																						
Female	58	26	45	30	52	2	3	0	0	761	136	35	57	6	2	758	6993	24	61	11	4	754
Male	66	8	12	48	73	8	12	2	3	751	142	20	68	10	3	753	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										23	4	74	17	4	746	1025	10	53	27	11	745
No	124	34	27	78	63	10	8	2	2	756	255	29	61	7	2	756	13084	19	61	14	6	752
Gifted/talented program																						
Yes	17	14	82	3	18	0	0	0	0	769	33	79	21	0	0	769	676	66	33	1	0	766
No	107	20	19	75	70	10	9	2	2	754	245	20	68	9	3	754	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Bangor School Department

School: William S. Cohen School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	2	100	0	0	0	0	751	5	7	79	7	7	749	7	8	48	25	19	743
B. less than one hour	53	15	23	41	62	9	14	1	2	754	55	25	63	10	1	755	52	17	62	15	6	751
C. one to two hours	41	16	31	34	67	0	0	1	2	758	37	32	62	4	2	758	37	23	61	12	4	753
D. more than two hours	4	3	60	1	20	1	20	0	0	758	2	50	33	17	0	757	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	18	42	24	56	1	2	0	0	759	33	45	47	5	3	759	30	33	56	7	4	756
B. good	47	12	21	43	74	3	5	0	0	756	50	22	73	5	0	756	49	16	64	14	5	751
C. fair	16	3	15	10	50	5	25	2	10	748	15	10	63	22	5	749	19	5	59	26	10	745
D. poor	2	1	33	1	33	1	33	0	0	747	1	25	50	25	0	746	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	43	14	27	37	71	1	2	0	0	758	45	29	65	5	1	758	33	24	62	10	3	754
B. They match some of what I have learned.	46	15	27	32	58	6	11	2	4	754	44	25	63	9	3	754	52	18	62	15	5	751
C. They match just a little of what I have learned.	8	2	20	7	70	1	10	0	0	754	10	27	62	8	4	755	11	11	54	23	13	746
D. There is no match.	3	1	33	0	0	2	67	0	0	745	1	25	25	50	0	746	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	2	14	9	64	2	14	1	7	749	13	14	74	9	3	752	17	16	55	18	12	748
B. about the same as my regular schoolwork	64	21	27	52	66	5	6	1	1	757	62	26	64	8	2	756	65	19	62	14	5	752
C. easier than my regular schoolwork	24	11	37	17	57	2	7	0	0	758	25	37	54	7	1	758	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	3	0	0	1	25	2	50	1	25	736	5	8	46	38	8	743	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	58	11	15	52	73	7	10	1	1	753	58	16	74	8	2	754	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	39	23	48	24	50	1	2	0	0	761	37	47	48	4	1	760	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	15	26	35	61	5	9	2	4	755	57	27	62	8	3	756	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	52	17	26	43	66	5	8	0	0	756	42	25	66	9	0	755	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	2	2	100	0	0	0	0	0	0	769	2	80	20	0	0	767	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	16	9	45	11	55	0	0	0	0	760	21	39	56	5	0	758	21	27	57	11	5	755
B. 20 minutes to an hour	48	16	27	39	66	3	5	1	2	756	46	29	64	6	1	757	45	22	62	12	4	753
C. less than 20 minutes	14	4	24	11	65	2	12	0	0	755	12	26	65	9	0	757	13	13	61	17	8	749
D. I rarely read at home.	22	5	19	16	59	5	19	1	4	752	20	14	64	14	7	750	21	7	59	24	11	746
Optional school/SAU question																						
A.	7	1	14	5	71	1	14	0	0	755	7	14	71	14	0	755						
B.	36	9	26	25	71	1	3	0	0	757	36	26	71	3	0	757						
C.	44	18	42	22	51	3	7	0	0	759	44	42	51	7	0	759						
D.	12	0	0	10	83	2	17	0	0	748	13	0	77	23	0	747						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Bangor School Department
School: William S. Cohen School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	41	32	68	28	2142	14
	2007-2008	42	35	66	26	2028	14
	2008-2009	31	25	69	25	2220	16
	Cum. Total*	114	31	203	26	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	49	39	85	35	5642	38
	2007-2008	59	49	112	44	5703	39
	2008-2009	65	52	123	44	5879	42
	Cum. Total*	173	46	320	41	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	22	17	50	21	4077	27
	2007-2008	11	9	47	19	3733	26
	2008-2009	23	18	57	20	3537	25
	Cum. Total*	56	15	154	20	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	15	12	37	15	3001	20
	2007-2008	9	7	28	11	3054	21
	2008-2009	6	5	31	11	2484	18
	Cum. Total*	30	8	96	12	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	35.1	62.7	33.6	60.0	29.9	53.4
A. Number	14	25	8.6	61.4	8.2	58.6	7.7	55.0
B. Data	16	29	9.9	61.9	9.3	58.1	8.1	50.6
C. Geometry	12	21	7.7	64.2	7.4	61.7	6.9	57.5
D. Algebra	14	25	8.8	62.9	8.8	62.9	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Bangor School Department
 School: William S. Cohen School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	125	31	25	65	52	23	18	6	5	753	280	25	44	20	11	750	14120	16	42	25	18	745
Ethnicity																						
African American/Black	9	1	11	4	44	2	22	2	22	740	14	21	36	21	21	743	416	5	26	28	41	733
American Indian or Native Alaskan	0										5	0	80	0	20	745	119	8	30	31	30	737
Asian or Pacific Islander	8	2	25	6	75	0	0	0	0	759	13	23	62	8	8	754	258	25	43	19	13	750
Hispanic	1										3						142	8	39	23	30	739
Caucasian/White	107	28	26	54	50	21	20	4	4	754	245	26	42	22	11	751	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	2	29	2	29	737	26	8	35	19	38	736	2189	2	17	27	53	728
No	118	31	26	62	53	21	18	4	3	754	254	26	45	20	8	752	11931	18	46	25	11	748
Current LEP																						
Yes	3										6	0	83	0	17	745	323	4	20	28	48	729
No	122	31	25	62	51	23	19	6	5	753	274	25	43	21	11	751	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	40	4	10	21	53	11	28	4	10	745	124	12	44	27	18	744	5308	7	35	30	28	738
No	85	27	32	44	52	12	14	2	2	757	156	35	44	15	6	755	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	125	31	25	65	52	23	18	6	5	753	280	25	44	20	11	750	14112	16	42	25	18	745
Gender																						
Female	59	18	31	28	47	11	19	2	3	755	136	27	42	20	11	751	6992	16	43	25	16	745
Male	66	13	20	37	56	12	18	4	6	751	144	22	46	21	11	750	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										23	0	9	48	43	731	1024	7	26	36	31	736
No	125	31	25	65	52	23	18	6	5	753	257	27	47	18	8	752	13096	16	43	24	17	745
Gifted/talented program																						
Yes	17	15	88	2	12	0	0	0	0	774	33	94	6	0	0	775	676	68	29	2	0	767
No	108	16	15	63	58	23	21	6	6	750	247	15	49	23	13	747	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Bangor School Department

School: William S. Cohen School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	50	1	50	0	0	743	5	7	36	29	29	738	7	6	30	28	36	735
B. less than one hour	54	18	27	35	52	10	15	4	6	754	56	25	43	19	12	751	52	16	42	25	17	745
C. one to two hours	41	12	24	26	51	11	22	2	4	752	37	26	45	21	8	752	37	18	44	24	14	747
D. more than two hours	4	1	20	3	60	1	20	0	0	756	2	17	67	17	0	755	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	14	50	12	43	0	0	2	7	760	30	45	40	5	11	757	26	35	43	12	9	754
B. good	58	17	23	44	60	11	15	1	1	755	47	22	53	18	7	752	46	13	48	25	15	745
C. fair	18	0	0	9	39	11	48	3	13	739	20	4	30	46	20	739	23	3	32	37	27	737
D. poor	1	0	0	0	0	1	100	0	0	736	3	13	38	25	25	741	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	15	33	24	53	5	11	1	2	756	36	32	45	12	11	754	26	23	43	20	13	749
B. They match some of what I have learned.	51	13	20	35	55	12	19	4	6	752	50	23	45	24	9	750	53	15	45	26	15	746
C. They match just a little of what I have learned.	13	3	19	6	38	6	38	1	6	750	13	11	38	32	19	743	17	9	35	32	24	740
D. There is no match.	0										0	0	0	0	100	726	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	30	5	14	17	46	12	32	3	8	746	30	8	39	30	23	740	37	8	40	29	23	740
B. about the same as my regular schoolwork	49	13	21	36	59	9	15	3	5	753	50	20	53	19	8	751	51	16	44	25	15	746
C. easier than my regular schoolwork	22	13	48	12	44	2	7	0	0	762	21	59	29	10	2	764	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	16	25	32	51	12	19	3	5	753	55	25	40	24	10	750	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	46	11	19	33	57	11	19	3	5	751	43	21	51	16	13	750	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	3	4	100	0	0	0	0	0	0	774	2	83	0	17	0	768	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	4	24	10	59	2	12	1	6	751	13	22	51	14	14	749	8	8	30	29	33	737
B. 30–45 minutes	70	20	23	48	55	17	19	3	3	753	47	23	46	20	10	750	38	13	40	27	20	743
C. 45–60 minutes	15	7	37	7	37	3	16	2	11	755	33	27	40	22	12	751	42	20	45	23	12	748
D. more than 60 minutes	1	0	0	0	0	1	100	0	0	740	6	28	33	28	11	752	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	13	6	38	5	31	2	13	3	19	755	19	60	13	12	15	758	15	19	38	25	19	745
B. two or three days a week	38	9	19	30	64	6	13	2	4	752	38	12	57	20	11	748	31	18	42	24	16	746
C. two or three times a month	36	14	31	22	49	8	18	1	2	756	30	24	48	21	7	751	26	17	43	24	17	746
D. never or almost never	14	2	12	8	47	7	41	0	0	747	13	14	39	33	14	744	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	2	0	0	2	100	0	0	0	0	744	5	23	54	23	0	751	10	12	39	24	24	741
B. two or three days a week	16	1	5	12	60	5	25	2	10	747	17	10	52	25	13	746	22	13	43	26	18	744
C. two or three times each month	51	18	28	34	53	10	16	2	3	755	46	27	49	16	8	753	33	18	44	25	13	747
D. never or almost never	31	12	31	17	44	8	21	2	5	753	32	29	30	24	17	749	35	16	40	25	19	744
Optional school/SAU question																						
A.	7	1	14	4	57	2	29	0	0	750	7	14	57	29	0	750						
B.	36	11	31	17	49	5	14	2	6	756	36	31	49	14	6	756						
C.	44	15	35	21	49	5	12	2	5	756	44	35	49	12	5	756						
D.	12	0	0	8	67	2	17	2	17	742	13	0	62	15	23	740						

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